DOCUMENT RESUME

ED 180 563 JC 800 072

AUTHOR Mangano, Joseph A.; Corrado, Thomas J.
TITLE Adult Students' Satisfaction at Six Two-Year Colleges.
INSTITUTION State Univ. of New York, Albany. Two Year Coll. Student Development Center.
SPONS AGENCY New York State Education Dept. Albany, Grants Administration Unit.
PUB DATE [79]
NOTE 26p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Adult Students; College Stores; Community Colleges; Course Content; Course Objectives; Educational Quality; Evening Classes; *Evening Students; Females; Junior Colleges; *Junior College Students; Library Services; Males; Orientation; *Participant Satisfaction; Questionnaires; School Registration; School Schedules; Student Attitudes; *Student Characteristics; Student Needs; Student Personnel Services; Surveys; Tables (Data); Teaching Quality; Textbook Content; Tutoring

ABSTRACT

A survey of 600 adult (25 or older) students in randomly selected continuing education (evening), credit courses at six New York State two-year colleges was conducted during Spring, 1979, to determine adult students' satisfaction with their college experience. The survey instrument included 10 demographic items and 66 scale items designed to measure satisfaction with various administrative, supportive, and curricular/instructional services. Results, based on a 78% response rate, showed that mail-in registration, bookstore and library services, attendance policies, course objectives and content, textbook readability, college catalogs, and overall college quality received the highest ratings. Low ratings were given to ease of registration, tutoring, orientation, and child care services. Item scale correlations and regression analysis revealed that expedient registration procedures, instructor quality, course variety, and scheduling convenience had the most impact on adult student satisfaction. Significant differences existed between male and female responses on only 11 of the 66 items, and respondents at smaller colleges were more satisfied with educational programs than their peers at larger institutions. The survey report includes data tables and a sample survey instrument. (JP)

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Adult Students' Satisfaction at Six Two-Year Colleges

Joseph A. Mangano and Thomas J. Corrado

Two-Year College Development Center
State University of New York at Albany
Albany, New York 12222

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Adult Students' Satisfaction at Six Two-Year Colleges

Declining enrollments, shrinking budgets, and student consumerism have prompted many colleges to embrace marketing strategies to attract, satisfy, and retain students. A total marketing approach to recruitment and retention demands careful analysis at the local level: identifying potential clients; assessing their needs, perceptions, and preferences; developing delivery systems; and monitoring the effectiveness of the overall effort.

Student satisfaction and perception of organizational climate, important components of a college marketing plan (Larkin, 1979), have been shown to correlate positively with student-environment fit (Bowen & Kilman, 1975; Nafziger, Holland, & Gottfredson, 1975; Rand, 1968), faculty-student congruence (Morstain, 1977), persistence patterns (Pervin, 1967), and academic achievement and personal adjustment (Betz, Klingensmith, & Menne, 1970; Epstein & McPartland, 1976).

While these and related studies reflect the potential significance of student satisfaction ratings in educational decision-making, they have typically centered on younger traditional college students enrolled in full-time study. To date, little research has considered adult students satisfaction with their educational program. Given the current fiscal situation of many higher educational institutions coupled with the projected enrollment decline of the 18 to 22 age cohort, it would behoove colleges to develop a better understanding of the satisfaction

of older nontraditional students. Within an overall marketing framework, such data would (1) suggest priorities for institutional change based on comparative judgments across components of the college milieu; and (2) pinpoint strengths and weaknesses within components, thereby facilitating program review and improvement.

In response to this need, the Two-Year College Development Center, SUNY-Albany, received support from the Grants Administration Bureau of the New York State Education Department, to access information on adult students in two-year colleges.

The purpose of this phase of the overall three-year project was to determine adult students' satisfaction with selected aspects of their college milieu.

Method

Subjects

From the pool of 57 New York State two-year colleges with eligibility to receive vocational education funding, six colleges, representing diverse urban, suburban, and rural criteria, were selected to participate in the study.

Within each college, adult (25 years of age or older) students in randomly selected continuing education (evening) credit courses were administered the Student Satisfaction Scale during the 1979 spring semester. Usable questionnaires were obtained from 468 respondents (78% response rate).

Insert Table 1 about here

Table 1 presents student demographic data. As indicated, approximately two-thirds of the subjects were between 25 and 34 years of age, married, and employed full-time. The majority (56.1% males, 64.9% females) had been away from formal education for five years or more prior to their current enrollment. Most were matriculated, part-time students taking evening business courses.

Instrument

The Student Satisfaction Scale was developed with input from two-year college personnel in conjunction with information from a needs assessment conducted during the first year of the project (Mangano & Corrado, 1978). The instrument comprised 10 demographic items and 66 scale items. It was designed to measure student perception of and satisfaction with various aspects of the college ("provider") milieu, including administrative (bookstore, cafeteria, library), supportive (registration, financial aid, counseling), and curricular-instructional components. Students responded to each item according to a 5-point Likert scale ranked from "Very Dissatisfied" (1 point) to "Very Satisfied" (5 points). In addition, a response option labeled "Don't Know; No Basis For Evaluation" was provided for those students who lacked sufficient knowledge to make an adequate appraisal. This option offered no explanation for student abstention; but by screening out uninformed evaluation, it improved the precision of the overall rating scale and targeted student awareness of, exposure to, and interaction with selected aspects of the college milieu.

The average completion time for two-year college students was 12

minutes. A reliability estimate of .97 was obtained through calculation of coefficient alpha (internal consistency).

Data Analysis

Analyses were performed at both the item and scale levels using crosstabulation, correlation, and multiple linear regression. Means, rankings, and significance levels were computed for relevant variables.

Insert Table 2 about here

To determine the relative strength of student satisfaction, the individual item means were rated (High, Medium, Low) according to the frequency distribution and standard deviation of the overall satisfaction score (Table 2)

Results

Item statistics for the overall student sample across the six participating colleges are provided in Table 3.

Insert Table 3 about here

Adult students, in general, expressed high satisfaction on those items related to mail-in registration, bookstore and library services, attendance policies, course objectives and content, textbook readabilitiy levels, college catalog, and overall quality of the college.

Items receiving low satisfaction ratings included ease of registration; the hours of the financial aid office; the variety of course

offerings; and cafeteria, placement, tutoring, orientation, and child care services.

The percentage of subjects who chose to abstain was moderate to high (DK > 50%) on those items related to the variety of weekend courses; the availability of independent study; and financial aid, placement, tutoring, orientation, and child care services.

Insert Tables 4 and 5 about here

The satisfaction profile for each sex (Table 4) reflected the combined group configuration. Although the male and female response patterns were quite similar, chi-square analyses indicated 11 items (17%) with significant values between groups (Table 5). Ten of these items received lower ratings from the male students. These items included the hours of various campus services; the opportunities for improvement in reading, writing, vocabulary, and science skills; the usefulness of the college catalog; and the diversity of teaching methods. Women were less satisfied than men with the availability of tutoring services.

To determine the salient dimensions of adult part-time student satisfaction, item-scale correlations were computed and ranked (Table 6).

Insert Table 6 about here

Among the 59 significant correlations (89%) were several interest-

ing clusters, including various instructional and operational components. Expedient registration procedures; concerned, innovative, flexible instructors; and a sufficient variety of courses offered at times convenient for students with full-time employment impacted heavily on adult students' satisfaction with their educational program. Textbook readability levels, attendance policies, diversity of teaching methods, overall concern and overall quality of college also had item-scale correlations in the top third of the ranking.

A regression analysis of the overall satisfaction scores on the 66 item scores provided additional support for these findings. The first item listed in the stepwise analysis -- "Instructor interest in student progress" -- accounted for 26% of the observed variance in adult student satisfaction scores. This item operating jointly with two other items -- "Variety of evening courses" and "Ease of the registration process" -- explained 50% of the variation.

Insert Table 7 about here

Table 7 presents college-specific headcount and satisfaction data. A high negative correlation ($r=-.84$) was found between mean student satisfaction score and size of institution (headcount). Adult students at the smaller colleges were more satisfied than their peers at the larger colleges with aspects of the educational program.

Discussion

This study targeted several dimensions of adult student satisfaction.

Instructional attitude and operational expediency items were most influential in determing the overall satisfaction of adult students with selected aspects of their college milieu.

Institutional responses to address these dimensions will doubtless profit from the face validity of the items: it serves to segment components of the campus in a relatively straightforward manner. In terms of cost effectiveness, efforts can be directed at bolstering those aspects of the college milieu with high adult satisfaction value.

Although the results of this study are generalizable across diverse educational settings at the two-year college level, on-site replication would have the greatest impact on meaningful institutional change. With data specific to the individual college, more effective campus responses to adult part-time students can be realized.

"A satisfied customer who returns is an important component of most marketing, and college marketing is no exception" (Larkin, 1979, p.22). For many postsecondary educational institutions, the question of survival is paramount. This question is typically couched in marketing terms: attracting, satisfying, and retaining students. With the current era of enrollment upheavals and increased operating costs, directing efforts to meet the needs and interests of nontraditional constituents makes sense. Determining the satisfaction of adult students in continuing education courses is an essential element of this total marketing plan.

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Table 1

Student Characteristics

	Male (N=223)	Female (N=245)
Age		
25-34	75.8%	56.3%
35-44	13.5	27.8
45-54	9.4	13.5
55-64	.9	2.4
65 or older	.4	0.0
Marital Status		
Single	20.4	17.6
Married	71.5	56.3
Other	8.1	26.1
Employment		
Not employed	11.7	27.2
Employed part-time	4.5	14.4
Employed full-time	83.9	58.4
Gap in formal education		
1 year or less	18.4	16.5
2 - 4	25.6	18.6
5 years or more	56.1	64.9
Matriculated		
Yes	65.8	60.3
No	34.2	39.7
Credits this semester		
Part-time status		
5 credits or fewer	33.3	39.8
6 - 11	46.4	41.8
Full-time status		
12 credits or more	20.3	18.4
Semesters in attendance		
First	14.3	18.4
2 - 4	47.1	50.2
5 semesters or more	38.6	31.4
Class schedule		
Day	0.0	0.0
Evening	91.5	80.8
Both	7.2	12.2
Academic major		
Business	68.5	56.2
Health Services	6.3	33.9
Trade/Technology	22.1	6.2
Other	3.2	3.7

Table 2

Computation of Ratings

Rating	Description	Computation of Cut-off Points[a]
H	High Satisfaction	IM $\geq$ M + .5 SD
M	Medium Satisfaction	M - .5 SD $<$ IM $<$ M + .5 SD
L	Low Satisfaction	IM $\leq$ M - .5 SD

[a]M=Sample Mean, SD=Standard Deviation, IM=Individual Item Mean.

Table 3

Item Satistics for Overall Student Sample

Category/Item(Modified)	Rating	Overall (N=468) M	SD	DK(%)[a]
Registration				
1. Location of registration	M	3.66	1.20	4.3
2. Hours of registration	M	3.60	1.29	2.1
3. Ease of registration process	L	3.18	1.47	2.1
4. Preregistration process	M	3.58	1.37	13.5
5. Mail-in registration process	H	4.01	1.21	38.2
6. Academic advisement during registration	M	3.25	1.37	18.4
Financial Aid				
7. Hours of financial aid office	L	3.17	1.28	53.6
8. Helpfulness of financial aid staff	M	3.35	1.27	53.4
9. Hours of business office	M	3.40	1.17	43.4
10. Helpfulness of business office staff	M	3.61	1.16	42.9
Bookstore				
11. Hours of bookstore	M	3.51	1.24	5.6
12. Bookstore's stock	M	3.62	1.15	8.3
13. Location of bookstore	H	4.14	.90	3.6
14. Helpfulness of bookstore staff	H	4.12	1.03	6.8
Cafeteria/Snack Bar				
15. Hours of cafeteria	M	3.59	1.23	35.5
16. Cleanliness of cafeteria	L	3.09	1.49	30.1
17. Food choices available	L	2.93	1.20	36.3
Library				
18. Hours of library	H	3.98	1.13	23.9
19. Library's materials	H	4.17	.94	24.6
20. Library as place to study	H	4.17	1.03	27.6
21. Instruction on use of library	H	3.91	1.08	32.7
22. Helpfulness of library staff	H	4.09	1.01	28.4
23. Library's lending policy	H	4.01	.97	31.6
Counseling				
24. Hours academic counseling is available	M	3.46	1.23	35.7
25. Usefulness of academic counseling	M	3.50	1.19	36.3
26. Hours career counseling is available	M	3.34	1.18	45.3
27. Usefulness of career counseling	M	3.54	1.17	47.4
28. Hours personal counseling is available	M	3.34	1.20	45.5
29. Usefulness of personal counseling	M	3.50	1.17	47.4
30. Hours placement services are available	L	2.95	1.20	63.9
31. Usefulness of placement services	L	3.06	1.18	65.8

Table 3 (cont'd)

Item Statistics for Overall Student Sample

Category/Item(Modified)	Rating	Overall (N=468) M	SD	DK(%)[a]
Curriculum and Instruction				
32. Grading policy in most courses	M	3.82	1.04	6.4
33. Attendance policy in most courses	H	4.03	.96	4.9
34. Drop/add policy	M	3.57	1.18	32.7
35. Opportunity for life-experience credit	M	3.62	1.33	43.2
36. Instructor interest in student progress	M	3.78	1.14	7.1
37. Instructor aware of student duties	M	3.54	1.22	5.3
38. Course objectives provided	H	3.94	.98	4.9
39. Variety of teaching methods used	M	3.78	1.02	3.0
40. Use of A-V materials in most courses	M	3.73	1.18	26.1
41. Usefulness of content in most courses	H	4.02	.95	3.8
42. Reading level of most textbooks	H	3.96	.97	2.4
43. Opportunities to work with others	M	3.56	1.06	26.5
44. Availability of independent study	M	3.38	1.16	50.4
45. Variety of courses available	L	3.08	1.39	6.4
46. Variety of evening courses	M	3.41	1.42	3.4
47. Variety of weekend courses	L	2.69	1.34	50.2
48. Variety of summer courses	L	2.97	1.37	34.6
Skill Improvement				
49. Opportunities to learn to organize time	M	3.31	1.11	33.3
50. Opportunities to improve self-confidence	M	3.58	1.15	26.7
51. Opportunities to improve vocabulary	M	3.58	1.07	27.1
52. Opportunities to improve math	M	3.67	1.06	31.2
53. Opportunities to improve reading	M	3.75	1.08	27.4
54. Opportunities to improve writing	M	3.62	1.06	30.8
55. Opportunities to improve science	M	3.66	1.04	40.4
56. Opportunities to improve test-taking	M	3.48	1.15	30.3
57. Hours tutoring services are available	L	3.16	1.22	58.3
58. Usefulness of tutoring services	M	3.46	1.11	60.7
Miscellaneous				
59. Hours orientation services are available	L	3.12	1.09	58.1
60. Usefulness of orientation services	L	3.20	1.12	57.3
61. Usefulness of college catalog	H	3.90	.99	22.2
62. Variety of campus activities	M	3.49	1.17	42.3
63. Child care facilities on campus	L	2.98	1.19	74.6
64. Availability of study areas on campus	M	3.43	1.26	37.0
65. Overall concern of college	M	3.39	1.21	20.7
66. Overall quality of college	H	3.91	1.04	9.2

[a] "Don't Know; No Basis For Evaluation."

Table 4

Item Statistics for Student Subgroups

Category/Item(Modified)	Males (N=233) Rating	M	SD	DK(%)[a]	Females (N=245) Rating	M	SD	DK(%)[a]
Registration								
1. Location of registration	M	3.69	1.14	3.1	M	3.63	1.25	5.3
2. Hours of registration	M	3.65	1.23	.9	M	3.56	1.35	3.3
3. Ease of registration process	M	3.23	1.45	.4	L	3.14	1.49	3.7
4. Preregistration process	M	3.55	1.38	9.4	M	3.61	1.36	17.1
5. Mail-in registration process	M	4.03	1.21	30.5	H	3.99	1.20	45.3
6. Academic advisement during registration	M	3.26	1.35	18.8	M	3.23	1.39	18.0
Financial Aid								
7. Hours of financial aid office	L	3.00	1.27	54.7	M	3.32	1.28	52.7
8. Helpfulness of financial aid staff	M	3.28	1.21	53.4	M	3.42	1.33	53.5
9. Hours of business office	M	3.24	1.12	43.0	M	3.55	1.20	43.7
10. Helpfulness of business office staff	M	3.56	1.09	43.5	M	3.66	1.22	42.4
Bookstore								
11. Hours of bookstore	M	3.51	1.18	6.3	M	3.51	1.29	4.9
12. Bookstore's stock	M	3.50	1.16	7.6	M	3.74	1.12	9.0
13. Location of bookstore	H	4.15	.82	2.7	H	4.14	.98	4.5
14. Helpfulness of bookstore staff	H	4.12	1.00	8.1	H	4.11	1.06	5.7
Cafeteria/Snack Bar								
15. Hours of cafeteria	M	3.54	1.25	34.1		3.63	1.22	36.7
16. Cleanliness of cafeteria	L	3.11	1.50	29.1	L	3.07	1.49	31.0
17. Food choices available	L	2.79	1.14	35.4	L	3.07	1.24	37.1
Library								
18. Hours of library	M	3.88	1.12	22.4	H	4.08	1.14	25.3
19. Library's materials	H	4.17	.87	23.3	H	4.17	1.01	25.7
20. Library as place to study	H	4.23	.97	25.1	H	4.11	1.08	29.8
21. Instruction on use of library	H	3.92	1.04	30.5	H	3.90	1.12	34.7
22. Helpfulness of library staff	H	4.11	.97	26.0	H	4.07	1.04	30.6
23. Library's lending policy	H	4.08	.97	27.4	H	4.05	.96	35.5
Counseling								
24. Hours academic counseling is available	M	3.41	1.27	35.9	M	3.50	1.19	35.5
25. Usefulness of academic counseling	M	3.50	1.19	37.7	M	3.50	1.19	35.1
26. Hours career counseling is available	M	3.32	1.17	38.6	M	3.37	1.19	51.4
27. Usefulness of career counseling	M	3.46	1.20	40.4	M	3.63	1.12	53.9
28. Hours personal counseling is available	M	3.23	1.17	41.7	M	3.46	1.22	49.0
29. Usefulness of personal counseling	M	3.49	1.19	41.7	M	3.53	1.15	52.7
30. Hours placement services are available	L	2.80	1.20	55.6	L	3.16	1.18	71.4
31. Usefulness of placement services	L	2.93	1.19	58.3	M	3.24	1.14	72.7

Table 4 (cont'd)

Item Statistics for Student Subgroups

Category/Item(Modified)	Males (N=233) Rating	M	SD	DK(%)[a]	Females (N=245) Rating	M	SD	DK(%)[a]
Curriculum and Instruction								
32. Grading policy in most courses	M	3.83	1.02	5.4	M	3.80	1.06	7.3
33. Attendance policy in most courses	H	4.00	1.00	4.9	H	4.05	.92	4.9
34. Drop/add policy	M	3.50	1.19	30.5	M	3.63	1.16	34.7
35. Opportunity for life-experience credit	M	3.44	1.34	45.3	M	3.76	1.32	41.2
36. Instructor interest in student progress	M	3.71	1.10	9.4	M	3.84	1.17	4.9
37. Instructor aware of student duties	M	3.51	1.20	5.8	M	3.58	1.23	4.9
38. Course objectives provided	M	3.85	1.01	4.9	H	4.01	.95	4.9
39. Variety of teaching methods used	M	3.72	1.02	4.5	M	3.84	1.01	1.6
40. Use of A-V materials in most courses	M	3.44	1.23	27.4	H	3.99	1.08	24.9
41. Usefulness of content in most courses	H	3.97	.96	3.6	H	4.06	.94	4.1
42. Reading level of most textbooks	H	3.96	.93	.9	H	3.97	1.00	3.7
43. Opportunities to work with others	M	3.43	1.03	23.3	M	3.69	1.08	29.4
44. Availability of independent study	L	3.18	1.15	48.9	M	3.57	1.14	51.8
45. Variety of courses available	L	3.00	1.38	6.3	L	3.16	1.39	6.5
46. Variety of evening courses	M	3.35	1.43	1.8	M	3.46	1.41	4.9
47. Variety of weekend courses	L	2.63	1.28	49.3	L	2.75	1.40	51.0
48. Variety of summer courses	L	2.80	1.32	36.8	L	3.11	1.40	32.7
Skill Improvement								
49. Opportunities to learn to organize time	M	3.23	1.05	31.8	M	3.38	1.17	34.7
50. Opportunities to improve self-confidence	M	3.52	1.10	26.9	M	3.64	1.20	26.5
51. Opportunities to improve vocabulary	M	3.52	1.03	27.4	M	3.64	1.10	26.9
52. Opportunities to improve math	M	3.75	.97	29.6	M	3.59	1.14	32.7
53. Opportunities to improve reading	M	3.74	1.03	24.7	M	3.76	1.13	29.8
54. Opportunities to improve writing	M	3.61	1.00	27.4	M	3.64	1.11	33.9
55. Opportunities to improve science	M	3.60	.96	34.5	M	3.73	1.12	45.7
56. Opportunities to improve test-taking	M	3.43	1.08	26.9	M	3.53	1.22	33.5
57. Hours tutoring services are available	L	3.14	1.10	57.4	L	3.19	1.34	59.2
58. Usefulness of tutoring services	M	3.50	.96	58.7	M	3.41	1.24	62.4
Miscellaneous								
59. Hours orientation services are available	L	3.04	1.07	56.5	L	3.20	1.12	59.6
60. Usefulness of orientation services	L	3.10	1.12	56.5	M	3.28	1.12	58.0
61. Usefulness of college catalog	M	3.79	1.00	19.7	H	4.00	.97	24.5
62. Variety of campus activities	M	3.31	1.23	39.5	M	3.67	1.09	44.9
63. Child care facilities on campus	L	3.07	1.08	75.8	L	2.91	1.28	73.5
64. Availability of study areas on campus	M	3.37	1.22	36.8	M	3.49	1.30	37.1
65. Overall concern of college	M	3.34	1.16	21.5	M	3.43	1.26	20.0
66. Overall quality of college	H	3.95	.95	9.0	M	3.88	1.12	9.4

[a] "Don't Know; No Basis For Evaluation."

Table 5

Items With Significant Chi-Square Values Between Groups

Item (Modified)	Subgroup With Higher Mean Satisfaction Score Male-Female	$X^2(4)$[a]
9. Hours of business office	F	12.79
18. Hours of library	F	10.30
39. Variety of teaching methods used	F	11.68
40. Use of A-V materials in most courses	F	20.70
49. Opportunities to learn to organize time..	F	10.18
51. Opportunities to improve vocabulary	F	15.59
53. Opportunities to improve reading	F	13.01
54. Opportunities to improve writing	F	10.[illegible]
55. Opportunities to improve science	F	10.19
58. Usefulness of tutoring services	M	11.41
61. Usefulness of college catalog.....	F	11.21

[a]Significant at or below the .05 level.

Table 6

Product Moment Correlations Between Summated Satisfaction Score and Item Score

Category/Item(Modified)	Rank	r
Registration		
1. Location of registration	13	.386*
2. Hours of registration	12	.391*
3. Ease of registration process	7	.447*
4. Preregistration process	18	.289*
5. Mail-in registration process	56.5	.111*
6. Academic advisement during registration	16	.299*
Financial Aid		
7. Hours of financial aid office	53	.124*
8. Helpfulness of financial aid staff	56.5	.111*
9. Hours of business office	47	.155*
10. Helpfulness of business office staff	31.5	.189*
Bookstore		
11. Hours of bookstore	31.5	.189*
12. Bookstore's stock	36	.184*
13. Location of bookstore	24	.213*
14. Helpfulness of bookstore staff	40.5	.163*
Cafeteria/Snack Bar		
15. Hours of cafeteria	62	.085
16. Cleanliness of cafeteria	39	.173*
17. Food choices available	60	.089
Library		
18. Hours of library	25	.211*
19. Library's materials	28	.196*
20. Library as place to study	49	.147*
21. Instruction on use of library	36	.184*
22. Helpfulness of library staff	38	.180*
23. Library's lending policy	48	.151*
Counseling		
24. Hours academic counseling is available	23	.219*
25. Usefulness of academic counseling	27	.198*
26. Hours career counseling is available	50	.142*
27. Usefulness of career counseling	42.5	.161*
28. Hours personal counseling is available	36	.184*
29. Usefulness of personal counseling	34	.185*
30. Hours placement services are available	59	.094*
31. Usefulness of placement services	61	.087

Table 6 (cont'd)

Product Moment Correlations Between Summated Satisfaction Score and Item Scores

Category/Item(Modified)	Rank	r[a]
Curriculum and Instruction		
32. Grading policy in most courses.....	17	.291*
33. Attendance policy in most courses.....	15	.323*
34. Drop/add policy.....	52	.134*
35. Opportunity for life-experience credit...	45.5	.156*
36. Instructor interest in student progress..	1	.511*
37. Instructor aware of student duties.....	8	.446*
38. Course objectives provided.....	6	.462*
39. Variety of teaching methods used.....	3	.498*
40. Use of A-V materials in most courses.....	19	.256*
41. Usefulness of content in most courses....	9.5	.436*
42. Reading level of most textbooks.....	9.5	.436*
43. Opportunities to work with others.....	22	.237*
44. Availability of independent study.....	44	.157*
45. Variety of courses available.....	5	.478*
46. Variety of evening courses.....	4	.484*
47. Variety of weekend courses.....	63	.075
48. Variety of summer courses.....	65	.066
Skill Improvement		
49. Opportunities to learn to organize time..	40.5	.163*
50. Opportunities to improve self-confidence.	14	.335*
51. Opportunities to improve vocabulary.....	21	.238*
52. Opportunities to improve math.....	54	.126*
53. Opportunities to improve reading.....	20	.251*
54. Opportunities to improve writing.....	51	.138*
55. Opportunities to improve science.....	55	.112*
56. Opportunities to improve test-taking.....	30	.190*
57. Hours tutoring services are available....	58	.097*
58. Usefulness of tutoring services.....	64	.073
Miscellaneous		
59. Hours orientation services are available.	45.5	.156*
60. Usefulness of orientation services.....	42.5	.161*
61. Usefulness of college catalog.....	26	.200*
62. Variety of campus activities.....	29	.195*
63. Child care facilities on campus.....	66	.009
64. Availability of study areas on campus....	33	.187*
65. Overall concern of college.....	11	.408*
66. Overall quality of college.....	2	.500*

*Significant at or below the .05 level.

Table 7

Mean Satisfaction Scores of Students at Six Colleges

College Code	N	Headcount	M	SD
1	64	1218	3.60	.56
2	99	13049	3.43	.55
3	70	3397	3.85	.60
4	65	1466	3.91	.63
5	77	10029	3.55	.67
6	93	13552	3.16	.74
Overall	468	42711	3.55	.68

STUDENT SATISFACTION SCALE

1 - 8

Two-Year College Development Center
State University of New York at Albany
440 Washington Avenue
Albany, New York 12222

PART I - CURRENT STATUS

Please check (✓) the information requested.

1. Sex:
   (1) ____ Male (2) ____ Female (9)

2. Age:
   (1) ____ 24 or younger (4) ____ 45 - 54 (10)
   (2) ____ 25 - 34 (5) ____ 55 - 64
   (3) ____ 35 - 44 (6) ____ 65 or older

3. Marital Status:
   (1) ____ Single (11)
   (2) ____ Married
   (3) ____ Widowed, divorced, or separated

4. Employment:
   (1) ____ Not employed (12)
   (2) ____ Employed part-time
   (3) ____ Employed full-time

5. Before attending this college, when did you last take a course in either high school or college?
   (1) ____ 1 year ago or less (13)
   (2) ____ 2 - 4 years ago
   (3) ____ 5 years ago or more

6. Are you currently enrolled in a degree program (matriculated)?
   (1) ____ Yes (2) ____ No (14)

7. How many credits are you taking this semester?
   (1) ____ 5 or fewer (15)
   (2) ____ 6 - 11
   (3) ____ 12 or more

8. How many semesters have you attended this college?
   (1) ____ This is my first semester (16)
   (2) ____ 2 - 4
   (3) ____ 5 or more

9. When do you attend classes?
   (1) ____ Day (17)
   (2) ____ Evening
   (3) ____ Both day and evening

10. What is your major field of study?
    (1) ____ Business (3) ____ Trade/Technology (18)
    (2) ____ Health Service (4) ____ Other (Specify) _____

The following items represent aspects of your educational experience. Please indicate HOW SATISFIED YOU ARE WITH EACH ITEM. Respond to each item ONLY AS IT APPLIES TO YOU by circling one choice according to the following scale:

0 = Don't Know; No Basis For Evaluation
1 = Very Dissatisfied
2 = Somewhat Dissatisfied
3 = Neither Dissatisfied Nor Satisfied
4 = Somewhat Satisfied
5 = Very Satisfied

Example:

The price of gasoline. 0 (1) 2 3 4 5

Item:

Registration

1. The location of registration 0 1 2 3 4 5 (19)
2. The hours of registration. 0 1 2 3 4 5 (20)
3. The ease of the registration process 0 1 2 3 4 5 (21)
4. The preregistration process. 0 1 2 3 4 5 (22)
5. The mail-in registration process 0 1 2 3 4 5 (23)
6. The academic advisement during registration. . . . 0 1 2 3 4 5 (24)

Financial Aid

7. The hours of the financial aid office. 0 1 2 3 4 5 (25)
8. The helpfulness of the financial aid staff 0 1 2 3 4 5 (26)
9. The hours of the business office 0 1 2 3 4 5 (27)
10. The helpfulness of the business office staff . . . 0 1 2 3 4 5 (28)

Bookstore

11. The hours of the bookstore 0 1 2 3 4 5 (29)
12. The bookstore's stock (textbooks, materials, etc.). 0 1 2 3 4 5 (30)
13. The location of the bookstore. 0 1 2 3 4 5 (31)
14. The helpfulness of the bookstore staff 0 1 2 3 4 5 (32)

0 = Don't Know, No Basis for Evaluation
1 = Very Dissatisfied
2 = Somewhat Dissatisfied
3 = Neither Dissatisfied Nor Satisfied
4 = Somewhat Satisfied
5 = Very Satisfied

Cafeteria/Snack Bar

15. The hours of the cafeteria/snack bar. 0 1 2 3 4 5 (33)
16. The cleanliness of the cafeteria/snack bar. . . . 0 1 2 3 4 5 (34)
17. The food choices available. 0 1 2 3 4 5 (35)

Library

18. The hours of the library. 0 1 2 3 4 5 (36)
19. The library's materials 0 1 2 3 4 5 (37)
20. The library as a place to study 0 1 2 3 4 5 (38)
21. The instruction on how to use the library 0 1 2 3 4 5 (39)
22. The helpfulness of the library staff. 0 1 2 3 4 5 (40)
23. The library's lending policy. 0 1 2 3 4 5 (41)

Counseling

24. The hours academic counseling is available . . . 0 1 2 3 4 5 (42)
25. The usefulness of academic counseling 0 1 2 3 4 5 (43)
26. The hours career counseling is available. 0 1 2 3 4 5 (44)
27. The usefulness of career counseling 0 1 2 3 4 5 (45)
28. The hours personal counseling is available. . . . 0 1 2 3 4 5 (46)
29. The usefulness of personal counseling 0 1 2 3 4 5 (47)
30. The hours job placement services are available. . 0 1 2 3 4 5 (48)
31. The usefulness of job placement services. 0 1 2 3 4 5 (49)

Curriculum and Instruction

32. The grading policy in most of your courses. . . . 0 1 2 3 4 5 (50)
33. The attendance policy in most of your courses . . 0 1 2 3 4 5 (51)

0 = Don't Know; No Basis For Evaluation
1 = Very Dissatisfied
2 = Somewhat Dissatisfied
3 = Neither Dissatisfied Nor Satisfied
4 = Somewhat Satisfied
5 = Very Satisfied

34.	The drop/add policy	0	1	2	3	4	5	(52)
35.	The opportunity to obtain life-experience credits	0	1	2	3	4	5	(53)
36.	The interest in your progress shown by most of your instructors	0	1	2	3	4	5	(54)
37.	The awareness of your other responsibilities shown by most of your instructors when giving assignments	0	1	2	3	4	5	(55)
38.	The course objectives provided by most of your instructors	0	1	2	3	4	5	(56)
39.	The variety of teaching methods used in most of your courses	0	1	2	3	4	5	(57)
40.	The use of films, tapes, and other audio-visual materials in most of your courses	0	1	2	3	4	5	(58)
41.	The usefulness of the content in most of your courses	0	1	2	3	4	5	(59)
42.	The reading level of most of your textbooks	0	1	2	3	4	5	(60)
43.	The opportunities to work with other students on class projects	0	1	2	3	4	5	(61)
44.	The availability of independent study courses	0	1	2	3	4	5	(62)
45.	The variety of courses available at times convenient for you	0	1	2	3	4	5	(63)
46.	The variety of evening course offerings	0	1	2	3	4	5	(64)
47.	The variety of weekend course offerings	0	1	2	3	4	5	(65)
48.	The variety of summer course offerings	0	1	2	3	4	5	(66)

Skill Improvement

49.	The opportunities to learn how to organize your time	0	1	2	3	4	5	(67)
50.	The opportunities to improve your self-confidence	0	1	2	3	4	5	(68)

0 = Don't Know; No Basis For Evaluation
1 = Very Dissatisfied
2 = Somewhat Dissatisfied
3 = Neither Dissatisfied Nor Satisfied
4 = Somewhat Satisfied
5 = Very Satisfied

51.	The opportunities to improve your vocabulary. . .	0	1	2	3	4	5	(69)
52.	The opportunities to improve your math skills . .	0	1	2	3	4	5	(70)
53.	The opportunities to improve your reading skills.	0	1	2	3	4	5	(71)
54.	The opportunities to improve your writing skills.	0	1	2	3	4	5	(72)
55.	The opportunities to improve your science skills.	0	1	2	3	4	5	(73)
56.	The opportunities to improve your test-taking skills	0	1	2	3	4	5	(74)
57.	The hours tutoring services are available	0	1	2	3	4	5	(75)
58.	The usefulness of tutoring services	0	1	2	3	4	5	(76)

Miscellaneous

59.	The hours orientation services are available. . .	0	1	2	3	4	5	(77)
60.	The usefulness of orientation services.	0	1	2	3	4	5	(78)
61.	The usefulness of the college catalog	0	1	2	3	4	5	(79)
62.	The variety of campus activities for students . .	0	1	2	3	4	5	(80)
63.	The child care facilities on campus	0	1	2	3	4	5	(9)
64.	The availability of study areas on campus	0	1	2	3	4	5	(10)
65.	The overall concern of the college for you as a student.	0	1	2	3	4	5	(11)
66.	The overall quality of the college.	0	1	2	3	4	5	(12)

Please feel free to add any written comments. Thank you for your help.

ERIC Clearinghouse for Junior Colleges
96 Powell Library Building
University of California
Los Angeles, California 90024

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